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AUTHOR McKenna, D. Douglas; Pottle, Christine
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ABSTRACT

This technical report describes the third phase of a three-phase project to develop standards for training corrections personnel. (The first two phases involved a statewide job analysis of corrections officer, juvenile counselor, and probation officer jobs in California corrections agencies and development and validation of procedures for candidate selection.) The objectives of the third phase were to identify the knowledge and skills necessary for effective performance in the three occupations and to prepare models of basic training courses. This report is organized in five sections. Section 1 presents an overview of the systems approach used in the study. Section 2 describes the training needs analyses that were conducted to identify the knowledge and skills needed to perform the core tasks in the three occupations. Section 3 describes how the results of the needs analyses were used to develop performance objectives for the three basic training courses. Section 4 presents the purpose and content of the basic training course manuals, and section 5 provides recommendations for the preemployment training and continuing education of corrections officers, juvenile counselors, and probation officers. A list of 10 references concludes the document. (YLB)

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Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program

STANDARDS PROJECT: TRAINING PHASE TECHNICAL REPORT

FOR

State of California, Board of Corrections

Standards and Training for Corrections Program

D. Douglas McKenna, Ph.D.
Research Psychologist
Personnel Decisions Research Institute
Minneapolis, MN

Christine Pottle, M.A.
Consulting Associate
Personnel Decisions, Inc.
Minneapolis, MN

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Introduction

Purpose of the Training Phase

This technical report describes the training phase of the Selection and Training Standards Project conducted by Personnel Decisions, Inc. (PDI) and Personnel Decisions Research Institute (PDRI) for the Standards and Training for Corrections (STC) Program of the California Board of Corrections. Two objectives guided the training phase research. First, the training phase was to identify the knowledges and skills necessary for effective performance in three local corrections jobs: Corrections Officer (CO), Juvenile Counselor (JC), and Probation Officer (PO). Second, models of basic training courses were to be designed for each position - courses which would focus directly on providing entry-level trainees with the knowledges and skills necessary to meet minimum job performance standards and to gain maximum benefit from subsequent on-the-job training and experience.

Background of the Training Phase

The training phase of the Standards Project is the third of three research phases. Phases one and two have involved:

- A statewide job analysis for the CO, JC, and PO jobs in local California corrections agencies.
- Development and validation of procedures for selecting high quality candidates for these three jobs.

Because the statewide job analysis provided the initial data for the present research, the reader is encouraged to review the job analysis technical report (Grabow, Sevy, and Houston, 1983)[1] in conjunction with this report. The job analysis report is also helpful in that it presents background information on the legislative actions which led to the establishment of the STC Program and the funding for this research.

Use of the Training Phase Results

For each of the three positions under study, this research produced a detailed analysis of entry-level training needs and a basic training course design. These products and accompanying recommendations are being submitted to the Board of Corrections for consideration as statewide training standards. Should these recommendations become standards, they will be used by STC and local training providers.

First, they will be used by STC to evaluate and certify basic training courses proposed by local training providers. Although STC does not have the authority to impose its standards on local correctional agencies, it encourages their adoption by providing training funds only for courses it has certified. By using the basic training courses as evaluative models, STC will improve its ability to ensure that trainees are receiving high quality, job-relevant training.

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[1] See the Reference Section on page 32 for the full citation.

Second, the basic training courses will be used by local training providers as models for developing courses for STC certification. This should help local providers develop courses which will meet trainee needs.

Organization of the Report

This report is organized into five sections. Section I presents an overview of the "systems approach" which was the methodology used in the study. Section 2 describes the training needs analyses that were conducted to identify the knowledges and skills required to perform the core tasks of the CO, JC, and PO jobs. In Section 3 we describe the process by which the results of the training needs analysis were used to develop design specifications (e.g., performance objectives) for the three basic training courses. In Section 4, we describe the purpose and content of the Basic Training Course Manuals which have been developed for each job. In Section 5, we present recommendations regarding the pre-employment training and continuing education of PO, JC, and CO incumbents.

Because of their substantial length and utility as separate documents, the actual results of the training needs analysis and the manuals for the three basic training courses have been included as appendices to this report. However, sample portions of these appendices have been included as necessary to illustrate the research process and results.

Section 1: The Systems Approach to Training

The "systems approach" to training is based on the assumption that training content and methods should be focused upon the development of knowledges and skills which are directly relevant to, and will have maximum impact upon, job performance (e.g., Gagne and Briggs, 1974; Goldstein and Buxton, 1982; Mager, 1975; Reigeluth, 1983). This was the methodology used in the present research. The systems approach can be defined in terms of five sequential phases:

- Training Needs Analysis
- Course Design
- Course Development
- Course Implementation
- Course Evaluation

Training Needs Analysis Phase

In training needs analysis, job tasks are studied to determine the knowledges and skills necessary to perform effectively on the job. By focusing on these knowledges and skills, the systems approach increases the likelihood that training will have a positive effect on job behavior. It also increases training efficiency by eliminating non-essential content early in the process.

Course Design Phase

The course design phase of the systems approach produces a blueprint for developing a training course or program. This blueprint consists of design specifications such as performance objectives, course organization schemes, instructional strategies, and testing strategies. These specifications provide the parameters within which subsequent course development efforts must stay if they are to result in a performance-based training course.

Course Development Phase

During the course development phase, course design specifications are presented in the form of actual training plans and materials (e.g., lesson plans, trainer and trainee manuals, media presentations). Just as design specifications must be consistent with the results of the training needs analysis, all training plans and materials must be checked carefully to ensure that they are within the parameters established during the course design phase.

Course Implementation Phase

The first step toward implementation is a pilot or field test of the newly developed course. This test may surface problems that can be traced back to any of the three earlier phases (e.g., a performance objective from the design phase that does not accurately reflect the knowledge that is actually required on the job). Because of its built-in sequence of quality checks, the systems approach makes it unlikely that major problems will surface during implementation. When problems do occur, however, the approach provides a carefully documented trail of activities and decisions that can be used to identify the problem source. Full implementation occurs when these problems have been resolved.

Course Evaluation Phase

Evaluation is the final phase of the systems approach. A training course must be regularly evaluated to ensure that its content reflects current training needs, that trainees are meeting course objectives, and that their learning is having a positive effect on job performance.

Conclusion

This overview of the systems approach provides a framework for describing the objectives, activities, and scope of the research effort described in this technical report. Our work focused on the training needs analysis and course design phases. The results provide a solid foundation for further development of basic training courses by local training providers.

Section 2: Training Needs Analysis

As described in the previous section, a systematic description of job performance is the foundation upon which effective training programs are designed and developed. It is also the basis for making key decisions regarding training content and methods. In the present research, this training needs analysis consisted of four steps:

- Review existing training standards, course catalogs, and training materials with direct relevance for this study,
- Review data gathered during the job analysis phase of the Standards Project,
- Recruit three panels of job content consultants (one panel for each job from a sample of participating counties), and
- Conduct a three-day training needs analysis workshop with each panel.

In the following sections of this chapter, we describe the objectives, activities, and results of each of these steps.

Review of Existing Training Standards and Materials

The first step in the training needs analysis was to review existing training standards and materials. Although the primary purpose of this review was to orient the research staff to the current approaches to corrections training in California, the review also provided a basis for ensuring that legally mandated training content would be included where appropriate in the designs for the basic training courses. A variety of documents were studied. Those which proved most useful were the STC catalog of certified courses, basic training curriculum materials from various counties, outlines or training guides from currently offered courses, the P.C. 832 course outline, and the current basic PO, JC, and CO (i.e., Jails/Adult Institutions) course outlines used by STC to certify proposed courses. These materials revealed significant differences across the state in both the content and length of training.

In addition to the documents mentioned above, Performance Objectives for the Post Basic Course (The Commission on Peace Officer Standards and Training, 1983) was carefully reviewed for two reasons. The first reason was to identify the overlap between these objectives and the current STC course outlines. This was particularly important for the Corrections Officer job since many COs are also Deputy Sheriffs who will be required to complete the POST objectives as a part of their academy training. A second reason for carefully reviewing the POST objectives was to develop a better sense of the type of performance objectives that California corrections personnel might expect to see resulting from the present research.

Review of Statewide Job Analysis Results

The statewide job analysis conducted by Grabow, Sevy, and Houston (1983) served as the starting point for the analysis of training needs. This job analysis identified CO, JC, and PO job tasks which are generally performed across the state. All subsequent analysis efforts focused solely on these "core" (i.e., performed statewide) tasks, thus ensuring that the results of the Training Phase would be valid statewide.

Training Needs Analysis Workshops

Training program design requires very specific, detailed information about job tasks and the knowledges and skills necessary to perform those tasks. A workshop format was identified as the most efficient method for gathering this information for each of the three jobs. The workshop format has been used successfully for training needs analysis in a wide variety of organizational settings (cf., McKenna, Svenson, and Wallace, 1984). Furthermore, a group-based analysis was considered particularly desirable in this study because of the need to obtain a statewide consensus on training needs and methods. By including representatives from around the state the workshops provided a forum for the discussion and resolution of differences between counties. Such agreement was considered very important to the success of eventual implementation efforts.

Workshop participants. For each of the three jobs, 12 - 15 STC participating counties were contacted and asked to participate in the training phase research. An attempt was made to recruit counties of varying sizes and locations. Three lists of counties - one for each job - were generated by the Assistant Executive Officer of STC. Project Coordinators for the Standards Project were called and asked to identify a single representative who would be willing and qualified to participate in the training needs analysis workshops. Qualifications necessary for participants were a thorough understanding of the job and the ability to communicate that understanding.

Workshop process. Prior to the training needs analysis workshop, each participant was contacted and briefed on the workshop objectives. They were also asked to bring along training catalogs, course descriptions, or other materials that might prove useful.

Each of the three needs analysis workshops were held in Sacramento and lasted for three days. The first day began with an overview of the Standards Project and the training phase. The key role of the workshop participants in the research was explained and discussed. Finally, the workshop format was explained. A primary goal of this orientation was to ensure that the group clearly understood the purpose of the analysis, i.e., to identify minimum training requirements for entry-level personnel which would be applicable on a statewide basis. This understanding was essential to avoid prolonged debate over job differences across counties and to establish limits on the scope and depth of the prescribed training.

Gilbert's (1978) "knowledge and skill mapping" process was used in the workshops to generate the training needs analysis information needed for training design. For each core job task (i.e., commonly performed by incumbents across the state), workshop participants were asked to discuss the following questions:

1. What are the subtasks or steps which underlie this core task? Is there a definite sequence in which these subtasks or steps are performed?

2. What rules, concepts, or principles are used by those who do this task particularly well?

3. What resources or aids are available to the performer as he/she performs this task?

4. What knowledges, skills and abilities (KSAs) must the performer bring to this task? That is, what are the prerequisite KSAs?

5. What is the value of this task? What are the consequences of effective or ineffective performance?

As answers to these questions were discussed, the group leader (i.e., the first author of this report) wrote key points on flip charts in front of the group. These points were then discussed until a group consensus was achieved. The result was a knowledge and skill "map" for each core job task. Each map consists of all the knowledges and skills - generated by asking the questions listed above - necessary for successful performance of a given core task. Each of the questions listed above surfaces a different type of capability which, if lacking, could result in poor performance. To the extent that incumbents are not expected to have such knowledges or skills when hired, these capabilities represent training needs.

To illustrate the content of a knowledge and skill map, a sample map for the JC core task, "Supervising non-inmate movement", is presented in Figure 1. You will note the terse, informal style of the map. This reflects an attempt to keep the analysis as close as possible to the actual language used by workshop participants, and thus to the language used on the job. To review the complete knowledge and skill maps for the three jobs, please refer to Appendices A-1, B-1, and C-1 of this report.

Figure 1. Sample Knowledge and Skill Map

10.0 (131-134) Supervising non-inmate movement

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Controls what comes in and goes out of institution - staff safety - juvenile safety . Medical problems from drugs smuggled in . Provides information of insight into parent-child interaction . Enhances the public image of the facility/department	. Institutional policy regarding: - who can be admitted - what kind of ID required - what items can be brought in . Penal code section on what can not be brought into institution . Ability to read and apply court orders . Knowledge of institution policy regarding provisions for special visits	. Posted sign or notification on visitors allowed and what cannot be brought in . Court order . C.Y.A. standards . Penal Code . Policy Manual	. Things to watch for: - abusive, angry or intoxicated visitors - any adolescent - behavior indicating person is not who they say they are (e.g., kissing by girlfriend) . Preventing smuggling of contraband: - watch for anything passed - search juveniles after visit - maintain visual surveillance - search area where visit occurred . Check area of visit before visit and after . Do not listen (eavesdrop) on privileged communication	1(132). Screen, and, if warranted, search visitors or their belongings (CS) 2(134). Search articles, packages, property, money left by visitors for juveniles 3(131). Admit/release visitors, including attorneys, ministers, and juveniles' visitors 4(133). Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities 5. Maintain record of all visits.

For readers who review the knowledge and skill maps in their entirety, two additional points of clarification are necessary. First, some core tasks identified in the earlier Job Analysis Phase of the Standards Project were combined by the workshop participants because such tasks were actually steps directed toward the same objective. For example, the sample core task shown in Figure 1 is actually a combination of four core tasks. These four core tasks are shown in the "steps" column of the knowledge and skill map. The reader will recognize that each of these steps is one part of the more general task, "supervising non-inmate movement".

Second, the knowledge and skill maps for some core tasks do not contain information for each of the five types of knowledges or skills (i.e, some columns may have no entries). This is because the workshop participants agreed that knowledges or skills of this type are not needed to meet minimum performance standards.

Documentation and Review of Knowledge/Skill Maps

The knowledge and skill maps generated during the workshops (72 for COs, 62 for JCs, and 63 for POs) were compiled by the research staff and sent to the participants for review. The purpose of this review was to verify the accuracy of each entry, identify knowledges and skills which may have been omitted, and suggest other changes. The results of this review were synthesized by the researchers and re-submitted to participants. This second review suggested that the knowledge and skill maps were accurate and comprehensive. Thus, the information necessary to proceed to the course design phase was complete.

Section 3: Basic Training Course Design

In this section, the process and outcomes of the course design phase are described. The section is organized around the major types of course design specifications and the sequence in which they were developed. These major specifications include:

- Performance objectives
- Instructional units, modules, and sequences
- Instructional methods and time estimates
- Testing methods and time estimates
- Course schedules

While examples of each of these specifications are presented in this section, they are presented in their entirety in three Core Training Course Manuals - one for each job. These manuals constitute Appendices A-2, B-2, and C-2 of this technical report.

Performance Objectives

A performance objective describes an intended instructional outcome in terms of learner capabilities which can be behaviorally observed. Performance objectives play a central role in the design, development, implementation, and evaluation of any instructional system. Davis, Alexander, and Yelon (1974) suggest that they serve four main purposes:

- To provide criteria for course design
- To communicate course purposes to others
- To guide student learning
- To evaluate instruction

Elements of performance objectives. Gagne and Briggs (1974) maintain that a performance objective is most useful when it specifies the following elements:

- Situation (e.g., given a court order)
- Capability to be learned (e.g., identify)
- Object (e.g., conditions of probation)
- Action (e.g., in writing)
- Tools and constraints (e.g., using the Penal Code for reference)

This was the approach adopted for writing performance objectives in the present study. It should be noted that Gagne and Briggs' approach to writing performance objectives does not include performance standards (e.g., quantity or quality of performance). Standards are not ignored in their system, but are considered a part of the development of testing and evaluation procedures. Where the measurement of complex capabilities (e.g., report writing, problem solving) are concerned, performance standards are difficult, if not impossible, to specify prior to the development of actual tests or measures. Since the development of tests fell beyond the scope of the present research, Gagne and Briggs' approach seemed particularly appropriate here.

Development of performance objectives. Performance objectives for each job were written directly from the knowledge and skill maps. A performance objective was written for each distinct knowledge or skill element in each map. This process ensured that each performance objective could be directly linked to a core job task. These linkages are documented in three "Performance Objective by Core Task Indexes" which are presented in Section 7 of each Core Training Course Curriculum Manual (see Appendices A-2, B-2, and C-2).

Several hundred performance objectives were written for each job. As expected, there were many knowledges and skills in the maps that were useful across several core tasks (e.g., knowledge of the Penal Code). These knowledges and skills were collapsed into single objectives after determining that they were indeed the same for different tasks.

The performance objectives for each job are presented in the Core Training Course Manuals (Section 5 of Appendices A-2, B-2, and C-2). Since these objectives represent the foundation for training course design, the reader is strongly encouraged to review the objectives in detail. Figure 2, however, provides examples of knowledge and skill objectives for each of the three jobs.

Figure 2. Sample Knowledge and Skill Objectives

Knowledge Objectives

CO: Given a description of an incident in which an inmate is found to be in possession of a given type of contraband, state whether or not an arrest is indicated, using the Penal Code as a reference.

JC: Given descriptions of interpersonal situations that may escalate or have escalated to violence, identify behavioral descriptions of appropriate JC actions which take safety and reasonable force into consideration.

PO: Given verbal or visual descriptions of a client's behavior and appearance, generate an opinion regarding the likelihood of substance abuse and the class of drug involved.

Skill Objectives

CO: Given a description of an incident, generate an appropriate report using the report writing manual, department policy manual, and all relevant Codes as references.

JC: In a simulated interview with a juvenile, demonstrate the following: active listening, questioning techniques, and non-judgmental response.

PO: Given a case file, generate a list of questions to be used in an interview with the victim.

Almost every job task involves the use of both skill (e.g., report writing skill) and knowledge (e.g., knowing what to write in a particular type of report). Thus, an attempt was made to ensure that the list of performance objectives for each job covered both the knowledge and skill elements necessary to perform the core job tasks. The performance objectives in the Core Training Course Manuals reflect this blending of knowledge and skill objectives and combine to give each course a practical, "how to" orientation that should be very effective in preparing newly hired COs, JCs, and POs to perform job tasks.

Instructional Units, Modules, and Sequences

The next course design step was to develop a scheme for organizing the performance objectives into groups which could be taught as units, lessons, etc. After reviewing several possibilities, it was determined that each course could be best organized into modules composed of objectives, and units composed of modules. Modules could then be sequenced within a unit and units sequenced within each course as a whole.

Modules and units. Two criteria were used in grouping performance objectives into modules and units. The first criterion was that the resulting course structure provide optimal conditions for efficient learning. The second was that the resulting course structure be reasonably compatible with existing administrative constraints (e.g., eight hour training days).

A fundamental condition for efficient learning is that the course systematically "build-up" trainee capabilities by presenting supporting or prerequisite material before moving to higher level content. At the unit level, this was accomplished by clustering modules into orientation, general knowledge/skill, and functional units. An orientation unit introduces each course and provides an overview of the job. Next, general knowledge/skill units give the trainee an opportunity to develop knowledge and skills relevant to performance in a variety of job functions (e.g., skill in observing behavior). Because they are often prerequisite to learning how to perform job functions, these knowledge/skill units are typically presented early in the course. Some general knowledge and skill units, however, may be placed late in a course sequence because they require more advanced understanding of the job (e.g., case management). Finally, functional units teach the trainee how to perform key job functions (e.g., booking). To the extent possible, we attempted to present these functional units in the order in which they typically occur on the job (e.g., investigation before making a recommendation to the court).

The basic unit structures of the three courses developed in this research are shown in Figures 3 through 5.

Figure 3

Course Unit Structure: Corrections Officer

Orientation Unit

- California Criminal Justice System Orientation

General Knowledge/Skill Units

- Codes, Statutes, and Other Legal Foundations
- Classification of Inmates
- Contraband
- Arrest, Search, and Seizure (P.C. 832)
- Physical Conditioning
- Assaultive Behavior and Restraint Techniques
- Emergency Procedures
- Testifying in Court
- CPR and First Aid

Functional Units

- Booking and Receiving
- Releasing
- Maintaining Security
- Reporting and Record Keeping
- Supervising Inmates
- Distribution of Supplies, Issue, and Commissary
- Monitoring Psychological and Physical Health
- Management of Inmate Workers
- Screening and Monitoring of Visitors
- Screening and Distribution of Mail
- Transport Outside the Facility

Figure 4

Course Unit Structure: Juvenile Counselor

Orientation Unit

- California Juvenile Justice System Orientation

General Knowledge/Skill Units

- Codes, Statutes, and Other Legal Foundations
- Identifying Psychological/Medical Problems
- Identifying Security Problems/Predictors
- Identifying Socio/Cultural Patterns
- Arrest, Search, and Seizure (P.C. 832)
- Physical Interventions
- Physical Conditioning
- Public Relations
- Testifying in Court
- CPR and First Aid

Functional Units

- Transport/Escort
- Daily Supervision and Emergency Procedures
- Securing the Institution
- Group and Individual Casework
- Report Writing
- Booking and Receiving
- Releasing

Figure 5

Course Unit Structure: Probation Officer

Orientation Unit

.California Criminal Justice System Orientation

General Knowledge/Skill Units

.Codes, Statutes, and Other Legal Foundations
.Confidentiality and Release of Information
.Identifying Problems and Predictors
.Arrest, Search, and Seizure (P.C. 832)
.Case Management
.Public Relations

Functional Units

.Juvenile Intake and Processing
.Investigations
.Restitutions, Fines, and Other Payments
.Referrals
.Making Recommendations to the Court
.Establishing a Casework Relationship
.Monitoring Probationer Performance
.Responding to Probationer Performance
.Providing Counseling and Assistance
.Transport

Sequencing of modules and objectives. Systematic development of trainee capabilities was again a primary goal in identifying sequences of modules and objectives within modules. Another goal was that the sequences of objectives within modules should maximize trainee attention and motivation. To accomplish both of these goals, modules and objectives were ordered according to the following rationale.

First, the assumption was made that attention and learning are facilitated when the trainee knows why training in a particular area is important. For example, trainees may attend much more carefully to subsequent teaching on how to write court reports if they understand the potential impact of that report on court decisions and on their credibility with the court. The reader will recall that the knowledge and skill maps provide this type of information for each core task. To enhance trainee attention and motivation, "value/consequence" performance objectives were placed at the beginning of each module or immediately before introducing a new topic.

Second, we assumed that basic or prerequisite skills provide the foundation for learning more complex tasks or skills. For example, learning the complex task of writing court reports is made much easier if the trainee has previously mastered various legal terms (e.g., felony, misdemeanor, concurrent sentences). Thus, objectives were ordered in such a way as to ensure that trainees would master prerequisite knowledges and skills prior to moving on to more complex performance objectives. Again, the knowledge and skill maps were valuable in that they explicitly identified all prerequisites to learning and performing core job tasks.

Third, task performance on the job is often supported by aids and resources. For example, the Penal Code is often used as a resource when writing court reports. Thus, it is important that trainees be taught to use this and other such resource materials. In one sense, training in the use of aids or resources can also be seen as an important prerequisite to learning job skills or tasks. Performance objectives focused on learning to use job aids or resources were therefore sequenced just prior to performance objectives that required application of these skills.

Fourth, most job tasks involve the application of rules, concepts, and principles that draw upon, yet go beyond, the three types of capabilities described in the paragraphs above (i.e., value/consequences, prerequisite knowledges and skills, aids and resources). For example, a Probation Officer writing a recommendation report to the court must: (a) understand the significance of the report, (b) understand and be able to use a variety of legal terms, (c) be able to access needed information from various Codes, (d) be able to synthesize case information, department policy, knowledge of the court, etc. to develop a recommendation, and finally, (e) prepare a written document which presents the case, the recommendation, and the justification in an organized, coherent, persuasive report. Although this example oversimplifies the process of writing a court report, it does illustrate the importance of systematically building trainee capabilities in preparation for teaching complex job tasks. Accordingly, performance objectives dealing with teaching trainees rules, concepts, and principles (e.g., how to organize a court report) are among the last objectives to be taught in a given module.

Finally, job tasks are often performed in identifiable steps or sequences. For the new trainee, knowledge of the order in which steps are to be completed may help him/her organize and plan work schedules more effectively. Because these steps often make more sense to the trainee once he/she understands the tasks themselves, performance objectives dealing with the learning of task steps were typically placed at the end of relevant modules.

Instructional Methods

Performance objectives differ in a variety of ways. For example, some objectives call for the trainee to acquire verbal information or concepts (i.e., knowledge objectives), while others require demonstration of behavioral skills (i.e., skill objectives). Performance objectives may also vary in complexity, specificity, scope, difficulty, etc.

These differences often require different instructional strategies. In the present research, an instructional strategy (i.e., an instructional method or combination of methods) was developed for each performance objective by analyzing the learning requirements posed by the objective. Under the assumption that all basic training would be conducted in a classroom setting, the following methods were considered:

- Lecture with visual aids and/or handouts
- Class discussion
- Videotape or film
- Audiotape
- Demonstration or modeling
- Role playing
- Practice with feedback
- Case Study

To the extent possible, we have recommended instructional methods that present the trainee with realistic job situations or problems and ask him/her to "actively" respond during the training period. "Active" instructional methods, as opposed to more "passive" approaches (e.g., lecture), are particularly effective with adult learners and increase the likelihood of positive transfer of training back to the job (Goldstein and Sorcher, 1974). The decision criteria for recommending an instructional method as a part of the instructional strategy for a given performance objective are explained in the following sections.

Lecture with Visual Aids and/or Handouts (L). To the extent that a performance objective involved the acquisition of verbal information or concepts (e.g., identify the information to be gathered during an intake interview), lecture was identified as an appropriate instructional method for that objective. Since such information and concepts provide an essential foundation for teaching almost any knowledge or skill, lecture is a recommended method for most of the objectives in the three courses. The amount of time devoted to lecture, however, varies with the amount of verbal information required by each objective. The instructional strategy for a "pure" knowledge objective may be effectively taught by lecture alone. A more skill-based objective (e.g., interviewing), may require a brief, introductory lecture, but will then move to more active, participative instructional methods. It is important to note that we recommend supplementing lectures with handouts, overhead transparencies, or other audio-visual materials which outline lecture objectives and key lecture points.

Discussion (D). Class discussion has been recommended for use with performance objectives covering knowledges or skills that touch upon particularly complex, controversial, local, or personal issues. An example of this is a performance objective that requires the trainee to identify the ethical issues involved in the relationship between a Juvenile Counselor and a juvenile client. This objective involves ethical, moral, professional, and personal issues likely to raise questions, controversy, and considerable debate among trainees. Such discussions, when focused and kept on track by an experienced instructor, provide significant opportunities for learning material of this sort.

Videotape or Film (VF). Videotape or film is the preferred method for objectives requiring a response to dynamic information which has both auditory and visual components. For example, corrections personnel must often be able to identify behaviors indicating possible drug use. Videotape showing the actual behavior of persons under the influence of drugs provides most of the major cues available when this situation is encountered on the job. This correspondence between training and job situations creates favorable conditions for transfer of learning back to the job.

In addition to its use as a stimulus presentation technique, videotape has also been recommended as a method for teaching behavioral responses to various job situations. For example, we have recommended videotape as a preferred method in teaching behavioral skills such as interviewing, responding to questions, and making court presentations. Videotape can present models demonstrating correct and incorrect responses, and with the availability of a video camera, provide direct feedback to the trainee on the quality of his/her own responses.

Audiotape (AT). Audiotape is another stimulus presentation technique that has been recommended for use with performance objectives that ask the trainee to respond to an auditory stimulus. An example would be an objective which requires the trainee to accurately record information gathered during an interview with a client. While videotape would still be the preferred instructional method for this objective (i.e., because visual information would also be available to the interviewer in the actual job setting), audiotape would be an excellent alternative because the primary focus of this objective is on the recording of auditory information.

Like videotape, audiotape can also be used to model correct responses to various job situations and provide the trainee with performance feedback. Generally, however, videotape is recommended over audiotape because most of the behaviors targeted by the objectives have significant verbal and non-verbal components.

Demonstration or Modeling (DM). Demonstration provides another method for presenting trainees with behaviors, situations, or incidents to which they must formulate some type of behavioral response. Where performance objectives require the trainee to physically interact with a stimulus (e.g., smell a substance, respond to a restraint hold), demonstration is identified as the instructional method of choice. In situations where behaviors, situations, or incidents can be accurately simulated through demonstration, it may be an acceptable, inexpensive alternative to videotape or film.

Demonstration can also be an effective method for modeling appropriate responses or behavior. Again, it is often a viable alternative to more cumbersome and expensive videotape presentations.

Role Play (RP). A number of objectives require that the trainee demonstrate appropriate responses to a variety of interpersonal situations (e.g., disciplinary actions, potentially violent situations). These objectives require the trainee to respond immediately to dynamic, fast-moving social cues. The role play is recommended for use in teaching such objectives primarily because of its capacity for simulating this kind of situation. It provides the trainee with an opportunity to practice both social perception and response in dynamic interaction. By switching roles,

the trainee can also develop insight into the client's thoughts, feelings, etc. under such conditions.

Practice with Feedback (PF). Practice with feedback is very important in the development of job-related skills. Time for practice and specific feedback is often difficult to find when the trainee is actually on the job facing day-to-day work demands. For this reason, we have recommended practice with feedback for use with a number of particularly difficult skill-based objectives. Many of these same difficult objectives are of critical importance to the job (e.g., preparing a court report) and thus warrant the extra instructional time necessary to provide practice and feedback.

Case Study (C). Where a performance objective calls for the trainee to make judgments or decisions regarding a complex set of facts, information, events, situations, behaviors, etc., we have recommended the use of the case study as an instructional method. To the extent that such cases faithfully represent the types of situations that the trainee will face on the job, this method is likely to facilitate transfer of training back to the job. Selection of interesting (yet still representative) case studies can also spur trainee interest and participation.

Instructional Time Estimates

Different performance objectives require different amounts of instructional time. To estimate the amount of instructional time necessary for each objective, the participants in the training needs analysis workshops were asked to attend a one-day follow-up meeting in Sacramento (i.e., one meeting for each job). During this meeting, each performance objective was discussed and the instructional time needed for trainees to achieve mastery was estimated. Many of the participants had served as training providers and consensus on time estimates was easily achieved. For the most part, discussion centered around further clarification of the scope and depth of knowledge or skill covered by the various objectives. As a result, many objectives were re-written to increase clarity and specificity. Time for course administration and other non-instructional time requirements were not considered at this time.

Estimated instructional times for each performance objective, module, and unit are presented in the Core Training Course Manuals. The overall instructional times for the three courses without Penal Code 832 requirements are:

Corrections Officer - 104 hours
Juvenile Counselor - 124 hours
Probation Officer - 152 hours

It should be noted that these are time estimates which do not include testing time. Also, these totals do not exactly equal the sum of the unit instructional times shown in the course manuals. This is because it was necessary to adjust unit instructional times to coincide with the standard working day and maximize the continuity of course material. The process by which course schedules were developed is described later in this section.

The instructional time estimates developed for each course are based on a very careful, systematic consideration of every performance objective. They also reflect a high level of agreement between knowledgeable job incumbents or supervisors and the research staff. Nevertheless, we strongly recommend that the accuracy of these estimates be reviewed at the end of the initial implementation period (e.g., after the first year). Input for this review should include opinions from training providers, trainees, supervisors, and any available objective data (e.g., test results, performance appraisals).

Testing Methods and Time Estimates

Testing serves two primary functions in training. First, it can provide diagnostic information which can be used to remediate specific trainee knowledge or skill deficiencies. Second, testing can serve as a means of ensuring accountability - of the trainee, the training provider, and the training course. Both of these functions are best served when valid, reliable measures of trainee performance are available. High levels of measurement accuracy, however, require substantial investments of time, money, effort, and other resources. The approach to testing described below represents an attempt to specify testing procedures that will provide sufficiently accurate measures at an acceptable cost.

Testing methods. Appropriate testing methods can be readily inferred from specific, knowledge or skill-based performance objectives. We have recommended three types of test methods for use in the basic training courses. These include job knowledge tests, written skills tests, and behavior skills tests.

Job knowledge tests have been recommended for all performance objectives that require the trainee to demonstrate knowledge or understanding of job facts, concepts, principles, procedures, etc. Written skills tests have been recommended for all performance objectives that call for the trainee to demonstrate his/her ability to write reports, memos, correspondence, or other documents. Behavior skills tests have been recommended for measuring objectives requiring the trainee to perform job-related behaviors such as interviewing, restraining clients, etc.

Grouping of performance objectives for testing. To the extent that performance objectives cover similar knowledge and skill domains (e.g., objectives concerned with dealing with victims) they can be grouped together for testing purposes. A representative sample of test items can then be developed for each group of objectives and trainee performance on the sample can be treated as a measure of competency across all objectives within the group. Since 10 to 15 items are typically required for reliable measurement, this sampling approach allows for considerable reduction of total testing time. Ten to 15 items can be written and administered for each group of objectives, rather than for each objective in the course. To the extent that objectives can be meaningfully grouped into domains, this sampling approach provides reliable measurement at a minimum cost.

To identify these groups of objectives, a two-step process was used. First, STC consultants were asked to identify "critical" performance objectives which warranted separate tests -- i.e., should not be grouped with other objectives. It was also determined that each objective targeting a written or behavioral skill should be measured by a separate test. The remaining objectives were grouped by the research staff according to similarity of content. These groups are presented as numbered job knowledge tests in section 6, "Test by Performance Objective Index" of each Core Training Course Manual.

To ensure that each job knowledge test would contain a representative sample of items from its constituent performance objectives, we also specified the approximate percentage of items within each job knowledge test that should be drawn from each performance objective. Since these specifications apply to particular performance objectives, they are presented with each objective in section 5, "Performance Objectives and Design Specifications," in the course manuals. An example of these testing specifications, however, is shown in Figure 6 below.

Figure 6. Sample Test Specifications

1. Identify common problems that can occur during sibling visits.

   Instructional Methods/Time: Lecture, Case Study/10 min.
   Job Knowledge Test #11
   Number of Test Items - 2%

2. Given verbal or visual descriptions of a client's behavior and appearance, identify the potential existence of a physical problem which calls for medical attention.

   Instructional Methods/Time: Lecture, Demonstration/30 min.
   Job Knowledge Test #4
   Number of Test Items - 10%

The first objective shown above was assigned to Job Knowledge Test #11, which is made up of a group of objectives covering knowledge of juvenile visitation. The specification entitled, "Number of Test Items", suggests that approximately 2% of the items in Job Knowledge Test #11 should be taken from this particular objective. This ensures that this particular objective will be adequately represented in the test.

The second objective shown in Figure 6 was judged to be a critical knowledge area.

The reader is strongly encouraged to refer to the Core Training Course Manuals to examine the job knowledge groupings established for testing purposes.

Testing time estimates. Testing time specifications for each job knowledge, written skill, and behavior skill test are presented in section 6, Test by Performance Objective Index, in the course manuals.

Testing time estimates for the job knowledge tests were based on the assumption that multiple-choice is the optimal item format for objective testing. Given this format, we further estimated that a four-alternative multiple choice item takes approximately one minute for the average trainee to complete. Total testing time for a given job knowledge test can then be determined by multiplying one minute by the number of items necessary to obtain a reliable test score. The Test by Performance Objective Index in each course manual indicates the number of items to be included in each job knowledge test. Using the formula described, these specifications can be readily converted to testing times for each job knowledge test.

Testing times for written and behavior skills tests were estimated during the one-day follow up meeting with our job content consultants from around the state. Since many of the written and behavior skills tests simulate actual job tasks, the meeting participants had a solid base of experience from which to estimate the amount of time typically taken by a new employee to complete each task. You will note, however, that the testing times for the behavior skill tests are presented as "minutes per trainee" in the Test by Performance Objective Indexes. This is because these tests require the instructor to observe and assess the performance of each individual trainee. To estimate the total amount of testing time required for such tests it was necessary to assume that each course would contain an average of 15 trainees. This assumption is reflected in each course schedule.

The total estimated testing times recommended for the three basic training courses are as follows:

- Corrections Officer - 16 hours
- Juvenile Counselor - 17 hours
- Probation Officer - 24 hours

As with the instructional time estimates, testing times should be reviewed at the end of the initial implementation period. These estimates can undoubtedly be refined when actual data becomes available from the field.

Total Training Times

The total training time for each basic training course is the sum of the instructional and testing times. They are as follows:

Position	Estimated Time	Minimum Time Required
Corrections Officer	120 hours	116 hours
Juvenile Counselor	141 hours	134 hours
Probation Officer	176 hours	174 hours

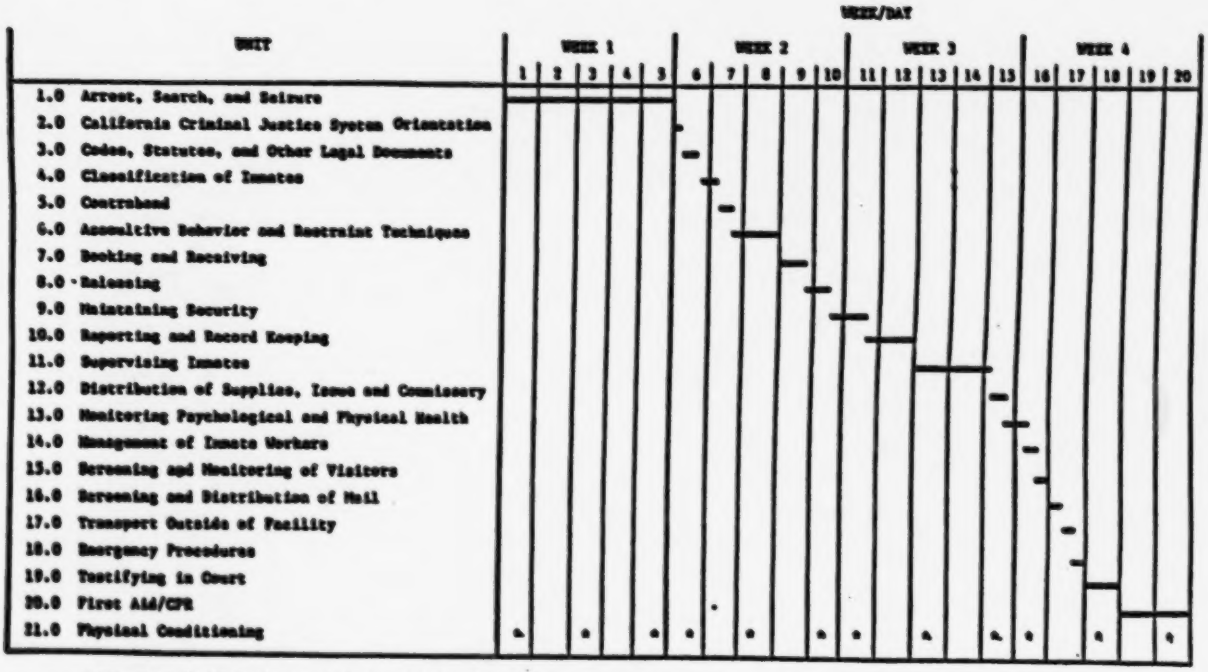
Unit and Daily Schedules

The final design step in the training phase was to develop unit and daily schedules for each of the three basic training courses. In developing these schedules it was necessary to make minor adjustments in unit instructional times to accommodate a standard eight-hour day and to maximize the continuity of the course material. These schedules were also developed under the assumption that a basic training course will be most effective when delivered in an uninterrupted sequence. Although there are many different ways in which the units and modules of each course could be

scheduled, the unit and daily schedules presented in sections 3 and 4 of the course manuals place a premium on maintaining instructional continuity and instructional integrity. For this reason, we recommend that they be regarded as highly desirable models that can be used to evaluate alternative schedules or formats. Samples of the unit and daily schedules for the Corrections Officer course are shown in Figures 7 and 8.

Figure 7. Unit Schedule for Corrections Officers

Unit Schedule


WEEK/DAY
UNIT
WEEK 1
WEEK 2
WEEK 3
WEEK 4
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
1.0 Arrest, Search, and Seizure
2.0 California Criminal Justice System Orientation
3.0 Codes, Statutes, and Other Legal Documents
4.0 Classification of Inmates
5.0 Contraband
6.0 Assaultive Behavior and Restraint Techniques
7.0 Booking and Receiving
8.0 Releasing
9.0 Maintaining Security
10.0 Reporting and Record Keeping
11.0 Supervising Inmates
12.0 Distribution of Supplies, Issue and Commissary
13.0 Monitoring Psychological and Physical Health
14.0 Management of Inmate Workers
15.0 Screening and Monitoring of Visitors
16.0 Screening and Distribution of Mail
17.0 Transport Outside of Facility
18.0 Emergency Procedures
19.0 Testifying in Court
20.0 First Aid/CPR
21.0 Physical Conditioning

* Physical Conditioning periods are held during the last hour of the day.
Note: For testing Periods, see Daily Schedule.

Figure 8. Sample Portion of Daily Schedule for Corrections Officers

BASIC CORRECTIONS OFFICER COURSE DAILY SCHEDULE

DAY	TIME		MODULE	INSTRUCTIONAL/TEST METHOD
1) Monday	0800-1700	1.0	Arrest, Search, and Seizure	
	1700-1800	21.0	Physical Conditioning	
2) Tuesday	0800-1700	1.0	Arrest, Search, and Seizure	
3) Wednesday	0800-1700	1.0	Arrest, Search, and Seizure	
	1700-1800	21.0	Physical Conditioning	
4) Thursday	0800-1700	1.0	Arrest, Search, and Seizure	
5) Friday	0800-1700	1.0	Arrest, Search, and Seizure	
	1700-1800	21.0	Physical Conditioning	
6) Monday	0800-0900	2.1	Roles and Responsibilities of the Corrections Officer	L
	0900-1030	2.2	Adult Criminal Justice System and Process	L, C
	1030-1130	3.1	Legal Foundations of Incarcerations	L
	1130-1230	3.2	Reference Use of the Codes	L, C, DM, PF
	1230-1330	LUNCH		
	1330-1500	3.3	Constitutional Rights, Civil Rights, and Case Law	L, C, DM, PF
	1500-1600	4.1	Factors Affecting Classification	L, C, DM, D, PF
	1600-1700	21.0	Physical Conditioning	
7) Tuesday	0800-1000	4.2	Implications of Classification	L, C, DM, D, PF
	1000-1100	5.1	Identifying Contraband	L
	1100-1200	5.2	Handling Contraband	L, C
	1200-1300	LUNCH		
	1300-1400	6.1	Legal Principles and Constraints	L
	1400-1500	6.2	Assaultive Behavior Principles	L
	1500-1700	6.3	Management of Assaultive Behavior	L, D
8) Wednesday	0800-0900	TEST	2.0, 3.0, 4.0, 5.0	MC
	0930-1330	6.4	Evasive Self-Defense	L, D, RP, PF, DM
	1330-1430	LUNCH		
	1430-1600	6.5	Mechanical Restraints	L, DM, RP, PF
	1600-1700	21.0	Physical Conditioning	

Section 4. Core Training Course Manuals

Throughout this report, references have been made to Appendices A-2, B-2, and C-2, the Core Training Course Manuals. These manuals were developed as stand-alone documents rather than simple appendices, to facilitate the implementation of the design recommendations developed in this research.

The course manuals are designed to help the training provider understand the process by which the course designs were developed and the way in which they can be used in preparing courses for STC certification. To this end, each manual contains eight sections as follows:

1. Assumptions guiding course development
2. Job knowledge and skill requirements
3. Course outline and unit schedule
4. Daily schedule
5. Performance objectives and design specifications
6. Test by performance objective index
7. Performance objective by task index
8. List of core job tasks

The manuals were designed to move the reader from a general introduction to the training phase research to very specific, detailed specifications which provide the blueprint for course development.

These course manuals and the design specifications should be regularly evaluated and, where necessary, revised. At this point in time, however, they provide a systematically developed foundation for introducing and implementing the basic training course designs developed in the training phase research.

Section 5. Recommendations for Pre-Employment Training and Continuing Education

Pre-Employment Training Recommendations

The basic training courses designed in this research assume no pre-employment knowledge or skills. The courses were designed to teach entry-level employees how to perform important entry-level job tasks. This "how-to" orientation was established for two basic reasons:

1. To maintain the number of required hours in the basic course at a reasonably low number, and

2. To provide the basis for a "minimum standard" which would ensure adequate entry-level performance and give agencies the flexibility to establish more stringent standards.

The knowledge and skill domain associated with each job task includes a number of topics. These include:

1. Conceptual information
2. Historical information
3. Theoretical information
4. Information regarding situational variables
5. Task performance information

The goal of the basic training course designs presented in this report was to teach trainees how to perform job tasks. As a result, instruction beyond that required for task performance is kept to a minimum. Other aspects of the knowledge and skill domain were included only as necessary to ensure satisfactory task performance. We believe that trainees can perform the important job tasks without knowing all the elements of the domain; but we also believe that a strong argument can be made regarding the desirability of mastering these other elements. Such mastery is likely to result in the trainee:

- having a better understanding of the job,
- being able to function more autonomously because he/she has a broader perspective on the job, and
- having a positive impact on organizational functioning and change as a result of this broader perspective.

Pre-employment and/or annual training represent potential sources of training in these other elements in the knowledge and skill domain. As a result, we support consideration of pre-employment training accomplishments during the employee selection process, as long as such accomplishments can be shown to be job related. To the extent that job-relatedness can be clearly established, it seems reasonable to give preference to candidates who have completed relevant, pre-employment training.

Before agencies institute pre-employment training requirements or decide to give preference to candidates with pre-employment training, the following points should be carefully considered:

- The present study provides no empirical data indicating that pre-employment training enhances job performance.

- Giving consideration to pre-employment training is based on a "reasonable person" argument which is commonly accepted in this country and which says, "the more you know about a topic related to job performance, the better."

- This kind of argument is not sufficient as a defense against a charge of discrimination. Therefore, agencies wishing to use a pre-employment training requirement or preference should do so only if it does not result in adverse impact against a protected group.

- Care must be taken when using pre-employment training standards to verify that the applicant actually took the course, passed the course, and mastered the material relevant to the job.

- The present study established a rational linkage between general pre-employment topics and job tasks. Going further than this was beyond the scope of our research. Therefore, agencies wishing to use pre-employment training as a consideration in employee selection must verify that training course content is relevant to the job as performed in their agency. Training is job-related if it presents conceptual, historical, theoretical, or "how to do it" information regarding important job tasks.

The foregoing considerations refer primarily to the content of specific pre-employment training courses. Some agencies may want to go further to require the completion of certificates or degrees. The principles involved in defending such requirements are the same as those used to defend pre-employment training requirements - i.e, the certificate or diploma must be relevant to performance of the jobs in question.

With these caveats clearly in mind, Figure 9 presents topics identified by the present research as conceptually relevant to the core tasks performed by CO, JC, and PO incumbents.

Figure 9. Pre-Employment Training Recommendations

<u>Corrections Officers</u>

- Criminal justice systems and processes
- Criminal behavior
- Law enforcement
- Criminal law
- Substance abuse
- Alcoholism
- Corrections
- Safety education
- First aid and CPR
- Techniques of physical fitness

Figure 9, continued

- Self-defense techniques
- Oral communications
- Writing and composition skills
- Developmental reading (to increase reading speed, comprehension)
- Assertiveness training
- Conversational Spanish
- Race and ethnic relations
- Crisis intervention techniques
- Behavior modification techniques
- Gang behavior
- Suicide

Juvenile Counselor

- Criminal justice systems and processes
- Criminal behavior
- Law enforcement
- Criminal law
- Substance abuse
- Alcoholism
- Corrections
- Correctional counseling and case management
- Safety education
- First aid and CPR
- Techniques of physical fitness
- Self-defense techniques
- Recreational programs
- Recreational supervision
- Oral communications
- Writing and composition skills
- Developmental reading (to increase reading speed, comprehension)
- Assertiveness training
- Conversational Spanish
- Race and ethnic relations
- Personality/social psychology
- Abnormal psychology
- Developmental psychology
- Counseling theory and practice
- Crisis intervention techniques
- Behavior modification techniques
- Group and family therapy
- Social work
- Gang behavior
- Child and elder abuse
- Sociology
- Social trends and problems
- Suicide
- Juvenile delinquency
- Urban studies

Figure 9, continued

Probation Officer

- Criminal justice systems and processes
- Criminal behavior
- Law enforcement
- Criminal law
- Substance abuse
- Alcoholism
- Corrections
- Correctional counseling and case management
- First aid and CPR
- Oral communications
- Writing and composition skills
- Developmental reading (to increase reading speed, comprehension)
- Assertiveness training
- Conversational Spanish
- Race and ethnic relations
- Personality/social psychology
- Abnormal psychology
- Developmental psychology
- Counseling theory and practice
- Crisis intervention techniques
- Behavior modification techniques
- Community psychology
- Group and family therapy
- Social work
- Gang behavior
- Child and Elder abuse
- Sociology
- Social trends and problems
- Suicide
- Juvenile delinquency
- Urban studies

Continuing Education Recommendations

Although the training needs analysis conducted as a part of this study was limited to the identification of training needs for entry-level personnel, we were able to develop a sense of the continuing education needs of POs, JCs, and COs. It should be made clear, however, that the appropriate procedure for identifying continuing education needs would be to repeat the analysis process with experienced personnel as the focal group.

With this in mind, we recommend that the following list of topics in Figure 10 be considered as possible continuing education needs of experienced personnel. Many of these topics represent the further development of knowledges and skills prescribed in the basic training courses. As supplements to basic job knowledges and skills, they also overlap the pre-employment training requirements listed in the previous section.

Figure 10. Continuing Education Recommendations

Corrections Officer

- Legal updates relating to jail procedures
- Classification and housing decisions
- Substance abuse
- Stress management
- Alcoholism
- Physical fitness
- Self-defense techniques
- Management of assaultive behavior
- Identification of physical or psychological problems
- Managing inmate work groups
- Testifying in court
- Conversational Spanish
- Race and ethnic relations
- Crisis intervention techniques
- Behavior modification techniques
- Gang behavior
- Suicide

Juvenile Counselor

- Current issues and developments in statutory and case law relating to juvenile justice
- Professional issues in juvenile justice (e.g., philosophy, ethics)
- Risk and need assessment systems
- Testifying in court
- Stress management
- Substance abuse
- Alcoholism
- Juvenile counseling and case management
- Safety education
- Physical fitness
- Self-defense techniques
- Recreational programs
- Recreational supervision
- Oral communications
- Writing and composition skills
- Developmental reading (to increase reading speed, comprehension)
- Assertiveness training
- Conversational Spanish
- Race and ethnic relations
- Psychopathology
- Child and adolescent psychology
- Group and family counseling
- Group dynamics
- Conflict resolution
- Crisis intervention techniques
- Behavior modification techniques
- Gang behavior
- Child abuse

Figure 10, continued

- Sociology
- Social trends and problems
- Suicide
- Juvenile delinquency

Probation Officers

- Current developments in statutory and case law
- Risk and need assessment systems
- Professional issues in probations
- Case management
- Evaluation of referral and placement agencies
- Substance abuse
- Alcoholism
- Individual and group counseling techniques
- Interviewing skills
- First aid and CPR
- Oral communications
- Report writing
- Developmental reading (to increase reading speed, comprehension)
- Conversational Spanish
- Organizational behavior and communications
- Race and ethnic relations
- Child and adolescent psychology
- Adult development and aging
- Crisis intervention techniques
- Behavior modification techniques
- Gang behavior
- Child and Elder abuse
- Social trends and problems
- Suicide
- Juvenile delinquency
- Urban studies

Section 6: Type I Facilities Survey and Corrections Officer Selectio and Training

The original research project included a job analysis of corrections officers employed in Type I, II, III and I facilities operated by county sheriffs' departments. This research identified the core tasks performed by 70% of the personne in these facilities statewide. The entry-level selection procedures and training curricula were derived from the knowledges, skills, abilities and other personal characteristics necessary to perform these tasks.

Subsequent to the research project, subjct matter experts from city operated Type I facilities and/or departments operating several Type I facilities reviewed these core tasks. The tasks that the experts identified as being performed by corrections officers in their Type I facilities were statistically cross-referenced to the research knowledge/skill maps and training curricula. The tasks identified as not being performed were statistically discounted.

Through this process itwas determined that a few of the minor tasks were not performed. The remaining tasks still necessitated the measurement of the knowledge, skills, abilities and other personal characteristics identified through the research project an measureable by the entry-level selection procedures.

It was also determined that the tasks which could be discounted would have an insignificant impact on the training curriculum subject matter and instructional hours. The removal of 15 to 20 minues of instructional time from a few modules of instruction, "sprinkled" throughout three weeks of corrections officer training, would reduce the quality of the presentation and the consistency of the subject. These facts could not justify a curriculum different from other corrections officers in the state.

In view of the above, the decision was made that entry-level staff assigned primarily to Type I facilities would comply with the same selection and training standards as other corrections officers who are assigned to Type I, II, III and IV facilities in the state.

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